Using data for decision making for academic and social behavior

Content Strand: Linking to Academic Systems

DR. SANDRA M. CHAFOULEAS & DR. FAITH G. MILLER

PRESENTATION FOR THE NORTHEAST PBIS LEADERSHIP FORUM - MAY 18, 2012
OUR BACKGROUND

CHAFOLEAS

• Training
  • School psychology and administration
• Urban and rural school-based practitioner
  • Pre-referral intervention teams, augmentative communication, district crisis team, parent educator, alternative settings for behavior
• Research to get my degree
  • Early literacy assessment
• Current research
  • Behavior assessment research

MILLER

• Training
  • School psychology
• Extensive and diverse school-based experiences
  • Pre-referral intervention teams, eligibility determination teams, IEP teams, school-based behavioral assessment and intervention
• Research to get my degree
  • Function-based behavioral interventions for students diagnosed with ADHD
• Current research
  • Behavioral assessment and intervention research
PURPOSE

• To review the importance of “data” in making good decisions about the effectiveness of any support.
• To explore issues surrounding the who, what, where, when, and why toward facilitating cohesive systems across support types and tiers.
• To provide practical examples of such data systems, along with examples from research.
• To facilitate discussion among participants regarding data systems.
“The implicit and explicit assumption is that if these data exist, improvement will soon be evident. It reminds me of the old quip about the American who goes to France and speaks English louder. Here are the data... Improve.” (Goren, 2012, p. 233)
WHY DO WE NEED DATA?
TO BEGIN, ASSUMPTIONS…

“Smart RTI” involves data-based individuation…

- Set ambitious goals
- Begin with validated program – implement with greater intensity
- Collect progress monitoring data weekly with a tool that has demonstrated treatment validity
- When progress is inadequate, adapt the program

Data are critical to…

- Make accurate decisions about the effectiveness of instruction/interventions;
- Undertake early identification of academic and behavioral problems;
- Prevent unnecessary and excessive identification of students with disabilities;
- Determine individual education programs and deliver and evaluate special education services


Source: NASDSE blueprint on RTI implementation (school level)
WHAT IS “RESPONSE TO INTERVENTION”?

**BASIC QUESTION:** How do we know if X is working?

- Foundations within data-based decision making
- Data-based decision making has roots in the problem-solving model
- Initial focus on the individual “case” but now applied to multi-tiered frameworks (“all cases”)

(Bergan, 1977, Bergan & Kratochwill, 1990; Tilly, 2009; Reschly & Bergstrom, 2009)
SCHOOL-BASED ASSESSMENT AND RTI: THE PROBLEM FOR YOU

Solution?

- Quickly design interventions at all tiers
- Collect relevant formative data in a highly feasible manner
- Include a consistent way to analyze data that is quick and easy for anyone to do

The traditional assessment and intervention orientation is not feasible or flexible for a multi-tiered framework

RTI means service accountability for all = MORE cases with same resources
PURPOSES OF ASSESSMENT

- **Screening**
  - Who needs help?
    - Efficient, quick “temperature-taking”

- **Diagnosis**
  - Why is the problem occurring?
    - Detailed, comprehensive profiles

- **Progress Monitoring**
  - Is intervention working?
    - Formative, on-going streams of data

- **Evaluation**
  - How well are we doing overall?
    - Summative sampling of performance

Emphasized by the National Center on Response to Intervention
HOW DO YOU CHOOSE ACROSS DOMAINS OF STUDENT FUNCTIONING?

**Behavioral:**
- Rating scales
- Direct observation
- Discipline referrals
- Classroom mgt. systems

**Academic:**
- CBM
- Diagnostic batteries
- Classroom assessments
- State tests
How do we balance data decisions across student domains of functioning and RTI Tiers in a cohesive system – one that is comprehensive, efficient, and coordinated?

Adapted from Briesch & Volpe (2007)
BUILDING COHESIVE DATA SYSTEMS

COMPREHENSIVE, EFFICIENT, COORDINATED
GUIDING QUESTIONS

• who
• what
• where
• when
• why

PRIORITIZE THE ORDER

1. WHY
2. WHAT
3. WHO
4. WHEN
5. WHERE
At what level should the problem be solved? (All, Some, Few)

What is the purpose of assessment? (Screening, Progress Monitoring, Evaluation, Diagnosis)

Which data do I need?

Which tools are best matched? Contextual relevance

What decisions will be made using these data? Psychometric Adequacy

What resources are available to collect data? Usability

Which tools can answer these questions?

Adapted from Chafouleas, Riley-Tillman, & Sugai, 2007
WHAT IS AVAILABLE TO GUIDE DECISIONS AROUND “DATA” SYSTEMS?

National Association of State Directors of Special Educators
www.nasdse.org
A LITTLE BACKGROUND ON THE BLUEPRINT FORMAT…

<table>
<thead>
<tr>
<th>Function 1: Data Mentor</th>
<th>Resources Available</th>
</tr>
</thead>
</table>
| • The North Central Regional has established a web-based resource designed to help educators become comfortable with its resources can be accessed at: [http://www.ncrrel.org/]
| • The National Dissemination: Children with Disabilities provides several resources on education and making sense of student performance at: [http://research.nichcy.org]
| • Edward R. Tufte has shared many of his displays of data that are commercially available. [Getting Excited About Graphs](http://www.edwardtufte.com) by Holcomb outlines a process to include a school or district goal: sustained student engagement. |

<table>
<thead>
<tr>
<th>Function 2: Content Specialist</th>
<th>Resources Available</th>
</tr>
</thead>
<tbody>
<tr>
<td>• To gain knowledge of data when they should be included in Beginning Reading at <a href="http://reading.worcester.edu">http://reading.worcester.edu</a></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Step</th>
<th>Implementation Rating (0, 1, 2)</th>
<th>Action Planning and Activities</th>
</tr>
</thead>
</table>

<table>
<thead>
<tr>
<th>Step</th>
<th>Implementation Rating (0, 1, 2)</th>
<th>Action Planning and Activities</th>
</tr>
</thead>
<tbody>
<tr>
<td>Action 4: Monitor Implementation.</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**General Considerations**

**Step 1:** Develop an evaluation cycle to monitor implementation of all instructional programs.

**Step 2:** Use systematic methods to monitor implementation of instructional programs.

**Step 3:** Adjust the program based on ongoing analysis of implementation integrity and other relevant data.

<table>
<thead>
<tr>
<th>Step</th>
<th>Implementation Rating (0, 1, 2)</th>
<th>Action Planning and Activities</th>
</tr>
</thead>
</table>

<table>
<thead>
<tr>
<th>Step</th>
<th>Implementation Rating (0, 1, 2)</th>
<th>Action Planning and Activities</th>
</tr>
</thead>
<tbody>
<tr>
<td>Action 5: Collect and summarize program evaluation data.</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**General Considerations**

**Step 1:** Examine data on changes in the percent of students considered to need core, supplemental, and intensive instruction.
A LITTLE BACKGROUND ON THE BLUEPRINTS: KEY POINTS

• There are critical components of RtI implementation that if not attended to can render otherwise acceptable implementations ineffective.

• The school building is the unit of change in RtI. Multiple buildings within a district can implement RtI, but their implementations will likely be somewhat different.

• District-level supports must be systematically built in to support building-level implementation.

• State-level supports must be systematically built to support district- and building-level implementation.

• Building change should be guided by the answers to key questions. By answering a specific set of interrelated questions, using the scientific research and site-based data, buildings can be assured that they are implementing the major components of RtI. Specific mandated answers to these questions should not be imposed uniformly across all buildings.

Source: NASDSE blueprint on RTI implementation (school building level)
THREE “COMPONENTS” TO IMPLEMENTATION

1. **Consensus building** – where RtI concepts are communicated broadly to implementers and the foundational “whys” are taught, discussed and embraced.

2. **Infrastructure building** – where sites examine their implementations against the critical components of RtI, find aspects that are being implemented well and gaps that need to be addressed. Infrastructure building centers around closing these practice gaps.

3. **Implementation** – where the structures and supports are put in place to support, stabilize and institutionalize RtI practices into a new “business as usual.”

Source: NASDSE blueprint on RTI implementation (school building level)
CONSENSUS BUILDING...
what do we value/believe fits/need for our setting?
At what level should the problem be solved? (All, Some, Few)

What is the purpose of assessment? (Screening, Progress Monitoring, Evaluation, Diagnosis)

Which data do I need?

Which tools are best matched? Contextual relevance

What decisions will be made using these data? Psychometric Adequacy

What resources are available to collect data? Usability

Which tools can answer these questions?

Adapted from Chafouleas, Riley-Tillman, & Sugai, 2007
Action 1. Form a leadership team

Step 1: Assign roles.

- Data Mentor
- Content specialist
- Facilitator
- Staff liaison
- Instructional leader/resource allocation

Source: NASDSE blueprint on RTI implementation (school building level)
## WHO SERVES THE DATA MENTOR IN YOUR SETTING?

<table>
<thead>
<tr>
<th>Step</th>
<th>Resources Available</th>
<th>Wisdom from the field</th>
</tr>
</thead>
<tbody>
<tr>
<td>Function 1: Data Mentor</td>
<td>• The North Central Regional Educational Lab has established a website with a series of resources designed to help educators become comfortable with using data. These resources can be accessed at <a href="http://www.ncrel.org/datause/">http://www.ncrel.org/datause/</a>&lt;br&gt;• The National Dissemination Center for Children with Disabilities (NICHCY) has several resources on evaluating research and making sense of statistics at <a href="http://research.nichcy.org/research101.asp">http://research.nichcy.org/research101.asp</a>&lt;br&gt;• Edward R. Tufte has several books on displaying data that are available commercially.&lt;br&gt;• <em>Getting Excited About Data</em> by Edie Holcomb outlines a process for showing how well a school or district meets its primary goal: sustained student learning. The book is available commercially.</td>
<td>The data mentor is the person with expertise in collecting, organizing, displaying, analyzing and interpreting data. This person should not be the sole person who works with the data, but rather should assist all in understanding and using data. The data mentor should have the necessary skills to present data in easily understandable visual displays. Teachers and leadership teams need to understand data-based decision making and the set of rules on which it is based, and be able to apply those rules in the interpretation of the data. Structures within the system need to be established to allow for time and resources needed to carry out this role.</td>
</tr>
<tr>
<td>Function 2: Content Specialist</td>
<td>Academics&lt;br&gt;• To gain knowledge of early literacy skills and when they should be addressed, visit Big Ideas in Beginning Reading at <a href="http://reading.uoregon.edu/">http://reading.uoregon.edu/</a></td>
<td>• This person will be the team member who ensures that when new curricular materials are obtained, implementers are adequately trained to use the materials.&lt;br&gt;• This person will also check fidelity of use of curricular materials.</td>
</tr>
</tbody>
</table>
COMPONENT 2: INFRASTRUCTURE
ACTION 3: THE LEADERSHIP TEAM WORKS THROUGH 10 BASIC QUESTIONS TO DEVELOP ACTION PLANS.

Question 1: Is our core program sufficient?
  • identify screening tool, identify proficiency cut points, collect universal screening data, organize/summarize/display data, determine acceptable % proficiency, identify % of students meeting proficiency, make comparison, determine what works/doesn’t work

Question 4: How will the sufficiency and effectiveness of the core program be monitored over time?
  • Step 1: Determine key indicators of success. Determine baseline, establish goals, develop the collection plan, schedule to analyze data

Source: NASDSE blueprint on RTI implementation (school building level)
WHAT ARE THE KEY FEATURES OF “GOOD” SCREENING TOOLS?

- Defensibility
- Classification accuracy
- Reliability
- Validity
- Efficiency/Feasibility
- Time
- Personnel
- Cost
Question 1: Is our core program sufficient?

- identify screening tool, identify proficiency cut points, collect universal screening data, organize/summarize/display data, determine acceptable % proficiency, identify % of students meeting proficiency, make comparison, determine what works/doesn’t work

Question 4: How will the sufficiency and effectiveness of the core program be monitored over time?

- Step 1: Determine key indicators of success. Determine baseline, establish goals, develop the collection plan, schedule to analyze data

Source: NASDSE blueprint on RTI implementation (school building level)
## SAMPLE “CORE” EVALUATION PLAN

<table>
<thead>
<tr>
<th>Purpose</th>
<th>Scope</th>
<th>Goal</th>
<th>Assessment</th>
<th>Rationale</th>
<th>Frequency</th>
<th>Decision-making</th>
</tr>
</thead>
</table>
| Screening:    | Universal      | To identify students in need for more intensive intervention         | CBM        | - Assessment of key early literacy skills  
                     | Academic K-5    |                                                                      |             | Efficient  
                     | Reading        |                                                                      |             | - National norms aid in decision-making  
                     |                |                                                                      |             | Sept, Jan, May  
                     |                |                                                                      |             | Data will be reviewed at the end of the month during which the screeners were administered |
| Screenin:     | Universal      | To identify students in need for more intensive intervention         | Behavior   | - Key scales such as prosocial behavior, academic engagement, compliance.  
                     | Behavior       |                                                                      | Screening Guide| - Research supports reliability & validity of scores  
                     | K-5 Behavior   |                                                                      |             | Sept. and Jan.  
                     |                |                                                                      |             | Data will be reviewed at the end of the month during which the screeners were administered |

**Progress monitoring**

**Evaluation**
REMEMBER... WE ARE STILL IN TIER 1 (ALL STUDENTS)!

Question 6: For which students is the core instruction sufficient or not sufficient? Why or why not?

• This is where decision making moves to small group and individual decision making.

• Plan for, and allocate, sufficient time for data analysis.

• This step can be completed with varying levels of rigor. Screening data can be used to address many of these questions. The more serious student problems, the more in-depth the problem analysis should be...
Question 6: For which students is the core instruction sufficient or not sufficient? Why or why not?

- This is where decision making moves to small group and individual decision making.
- Plan for, and allocate, sufficient time for data analysis.
- This step can be completed with varying levels of rigor. Screening data can be used to address many of these questions. The more serious student problems, the more in-depth the problem analysis should be...

Source: NASDSE blueprint on RTI implementation (school building level)
MAXIMIZING DATA USE

• Utilize existing sources of data for decision-making
  • Especially at secondary level

• Consider data sources that will give you the most “bang for your buck”

• Maximize the utility of the data you’re collecting by using it for multiple purposes
  • Screeners can be used to identify students at-risk (Tier 1)
  • Can also inform intervention (Tier 2)
    • Error analysis for CBM
    • Identify and target areas of weakness
SCREENING FRAMEWORK

Step 1: Review screening results

Step 2: Identify students who are underperforming

Step 3: Conduct an error analysis

Step 4: Determine next steps

All Students

Does not meet performance standards

Clear patterns emerge

Use data to inform intervention

Clear patterns do not emerge

Conduct a more comprehensive assessment

Meets performance standards

Continue to benchmark

Continue to benchmark
PUTTING IT ALL TOGETHER: IMPLEMENTATION
PURPOSE & LOGISTICS

- Who will collect these data?
  - Training?
- What decisions will be made?
  - Intervention
  - Placement
- Timelines
  - Data collection
  - Data synthesis
  - Data review
- Structure for review
  - Frequency
  - Participants
  - Who will set agenda, goals, and objectives?
  - Decision rules
OBJECTIVES FOR SCHOOL LEVEL IMPLEMENTATION

• The school builds its master calendar and master schedule around the instructional needs of students.
• The needs of students with core, supplemental and intensive needs are addressed appropriately in this structure.
• Supplemental and intensive instructions are in addition to, rather than instead of, core instruction.
• Implementation supports are systematically built into the system and are carried out as planned.
• Scheduled dates are identified for all assessments (screening, diagnostic and progress monitoring).
• Scheduled dates are identified for decision-making about students’ instruction (flexible grouping).
• Sufficient expertise is available to assist the school in making data-based decisions about students’ instruction.
• Successes, no matter how small, are celebrated by all involved.
• A project-level evaluation plan is created and put in place. Data are collected over time.
### SAMPLE MONTHLY ASSESSMENT SCHEDULE

<table>
<thead>
<tr>
<th></th>
<th>Sept</th>
<th>Oct</th>
<th>Nov</th>
<th>Dec</th>
<th>Jan</th>
<th>Feb</th>
<th>Mar</th>
<th>Apr</th>
<th>May</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Academic</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>CBM</td>
<td>X</td>
<td></td>
<td>X</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>X</td>
</tr>
<tr>
<td><strong>State</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>X</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Behavior</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Screener</td>
<td>X</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>X</td>
<td></td>
<td></td>
<td>X</td>
</tr>
<tr>
<td>ODR</td>
<td></td>
<td>X</td>
<td>X</td>
<td></td>
<td>X</td>
<td></td>
<td></td>
<td></td>
<td>X</td>
</tr>
</tbody>
</table>

Note. Adapted from Lane et al. (2012)

**Considerations:**
- Assessments can include teacher nominations
- Build assessments into your calendar before the school year starts
- Consider time and resources when scheduling assessments
- Use assessment schedule to develop a data review plan
## SAMPLE DATA REVIEW SCHEDULE

<table>
<thead>
<tr>
<th></th>
<th>Quarter 1</th>
<th>Quarter 2</th>
<th>Quarter 3</th>
<th>Quarter 4</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Academic</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>CBM</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
</tr>
<tr>
<td>State</td>
<td></td>
<td></td>
<td>X</td>
<td></td>
</tr>
<tr>
<td><strong>Behavior</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Screener</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
</tr>
<tr>
<td>ODR</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
</tr>
<tr>
<td>Attendance</td>
<td></td>
<td></td>
<td></td>
<td>X</td>
</tr>
<tr>
<td><strong>Program</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Referrals</td>
<td></td>
<td></td>
<td>X</td>
<td>X</td>
</tr>
</tbody>
</table>
THE “SCHOOL”
- Grades 3-5 in suburban district
- Team beginning to re-structure in alignment with SRBI, PBIS in full implementation

THE “PROBLEM”
- School personnel would like to ensure the small group reading supports led by a paraprofessional are also meeting behavioral needs of the students

THE “CASE”
- EXAMPLES FROM GRADE 4 GROUPS
  - Group 1: 3x/week before school with 7 students
    - Two Males (4.1, 4.2 served as participants)
  - Group 2: 3x/week before school with 6 students
    - One Male (4.3 served as participant)
### WHY AND WHAT? SCREENING DATA

<table>
<thead>
<tr>
<th>Student ID</th>
<th>CMT Reading</th>
<th>ORF (winter percentile)</th>
<th>Maze (winter percentile)</th>
<th>Direct Observation (Engagement)</th>
<th>Direct Observation (Disruption)</th>
</tr>
</thead>
<tbody>
<tr>
<td>4.1</td>
<td>basic</td>
<td>134 (&gt;50% but &lt;75%)</td>
<td>20 (&gt;50%)</td>
<td>40%</td>
<td>7%</td>
</tr>
<tr>
<td>4.2</td>
<td>proficient</td>
<td>106 (&gt;25% but &lt;50%)</td>
<td>13 (&lt;50)</td>
<td>62%</td>
<td>23%</td>
</tr>
<tr>
<td>4.3</td>
<td>n/a</td>
<td>98 (&gt;25 but &lt;50)</td>
<td>20 (&gt;50)</td>
<td>70%</td>
<td>13%</td>
</tr>
</tbody>
</table>
BEHAVIOR INTERVENTION: DAILY REPORT CARD (DRC)

• Student and teacher ratings of behavior allows for identification, monitoring, and change of targeted behavior difficulties
• Most common identified behaviors:
  – Did I follow class rules?
  – Did I follow teacher directions?
  – Did I do my best work?
  – Did I respect my classmates and teacher?
• If a student earns all “yeses” for 3 out of 5 days, a “reward” is earned
<table>
<thead>
<tr>
<th></th>
<th>Define the behavior of interest (usually 1-5)</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Select the rating period and frequency</td>
</tr>
<tr>
<td></td>
<td>Design and <strong>prepare</strong> the card following the rating occasion</td>
</tr>
<tr>
<td></td>
<td><strong>Conduct</strong> the ratings</td>
</tr>
<tr>
<td></td>
<td><strong>Evaluate</strong> behavior by comparing rating to pre-set goal or rating by another</td>
</tr>
<tr>
<td></td>
<td><strong>Record</strong> data to use in monitoring progress</td>
</tr>
</tbody>
</table>

PARAPROFESSIONAL TRAINING

- Completed using video-based training on DRC
  - Teachers watched brief video* and then met with consultant to specify procedures for the group
  - Teachers were provided with a reminder sheet (previous slide) and copy of training video for re-review as desired
- Consultant “checked-in” with teacher throughout study to replace materials and modify condition as needed for research study purposes

Videocast:
Daily Report Card (DRC) in Self-Management Intervention

*available under library at www.directbehaviorratings.org
DIRECT OBSERVATION: ACADEMIC ENGAGEMENT

Group 1

4.1

<table>
<thead>
<tr>
<th>Date</th>
<th>No Intervention</th>
<th>DRC</th>
<th>No Intervention</th>
<th>DRC</th>
</tr>
</thead>
<tbody>
<tr>
<td>4/21/2007</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>4/24/2007</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>4/30/2007</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>5/3/2007</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>5/7/2007</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>5/11/2007</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>5/27/2007</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>5/29/2007</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

4.2

<table>
<thead>
<tr>
<th>Date</th>
<th>No Intervention</th>
<th>DRC</th>
<th>No Intervention</th>
<th>DRC</th>
</tr>
</thead>
<tbody>
<tr>
<td>5/13/2011</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>5/15/2011</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>5/18/2011</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>5/23/2011</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>5/25/2011</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>6/1/2011</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>6/3/2011</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>6/18/2011</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>6/10/2011</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Summary: DRC increases engagement and maintains at expected levels.
**TEACHER-COMPLETED: DIRECT BEHAVIOR RATING (DBR)**

**Summary:** DRC increases engagement and maintains at expected levels, DBR data maps consistently with researcher-completed direct observation.
ACADEMIC RESULTS: MAZE PASSAGE

Group 1

Not applicable

Ambitious growth rate = .4 /week

+2/6 wks = .33
TREATMENT INTEGRITY

Summary: No concerns - Excellent treatment integrity
Summary: DRC effective at increasing engagement to expected levels
CONCLUDING THOUGHTS
At what level should the problem be solved? (All, Some, Few)

Which tools are best matched? Contextual relevance

What decisions will be made using these data? Psychometric Adequacy

What resources are available to collect data? Usability

Why do I need data?

What is the purpose of assessment? (Screening, Progress Monitoring, Evaluation, Diagnosis)

Which data do I need?

Which tools can answer these questions?

Adapted from Chafouleas, Riley-Tillman, & Sugai, 2007
The Road to Cohesive Systems...

**PLAN, IMPLEMENT, & EVALUATE**

1. **WHY**
2. **WHAT**
3. **WHO**
4. **WHEN**
5. **WHERE**
FURTHER RESOURCES

National Association of State Directors of Special Education, Inc.: Response to Intervention Project
http://www.nasdse.org/Projects/ResponseToInterventionRtIProject/tabid/411/Default.aspx

National Center on Response to Intervention

Direct Behavior Rating
www.directbehaviorrating.org
QUESTIONS, COMMENTS, CONTACTS…

- Dr. Sandra M. Chafouleas
  sandra.chafouleas@uconn.edu
- Dr. Faith Miller
  faith.miller@uconn.edu